

Texas Education Agency
Standard Application System (SAS)

2016–2017 Texas 21st Century Community Learning Centers, Cycle 9, Year 1

Program authority:	Elementary and Secondary Education Act Title IV, Part B as amended by the No Child Left Behind Act	FOR TEA USE ONLY Write NOGA ID here:
Grant Period	August 1, 2016, to July 31, 2017	
Application deadline:	5:00 p.m. Central Time, March 29, 2016	Place date stamp here.
Submittal information:	Three complete copies of the application, at least one with an original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: <div style="text-align: center;"> Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin, TX 78701-1494 </div>	<div style="writing-mode: vertical-rl; transform: rotate(180deg);"> Received Texas Education Agency 2016 MAR 28 PM 2:03 Document Control Center Grants Administration </div>
Contact information:	21stCentury@tea.texas.gov	

Schedule #1—General Information

Part 1: Applicant Information				
Organization name	County-District #		Amendment #	
Terrell ISD	129-906			
Vendor ID #	ESC Region # 10		DUNS #	
756002575	X		08-073-4155	
Mailing address		City	State	ZIP Code
700 North Catherine Street		Terrell	TX	75160
Primary Contact				
First name	M.I.	Last name	Title	
Jason		Gomez	Deputy Superintendent	
Telephone #	Email address		FAX #	
972-563-7504 ext 3392	jason.gomez@terrellisd.org		972-563-1406	
Secondary Contact				
First name	M.I.	Last name	Title	
Julie		Fisher	Exec Dir Student Achievement	
Telephone #	Email address		FAX #	
972-563-7504 ext 3368	julie.fisher@terrellisd.org		972-563-1406	
Part 2: Certification and Incorporation				

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Micheal		French	Superintendent
Telephone #		Email address	FAX #
972-563-7504 ext 3314		micheal.french@terrellisd.org	972-563-1406
Signature (blue ink preferred)		Date signed	


Only the legally responsible party may sign this application.

701-16-102-041

Schedule #1—General Information (cont.)

County-district number or vendor ID: 129-906

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
3	Certification of Shared Services	<input type="checkbox"/>	<input type="checkbox"/>
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grant*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
19	Private Nonprofit School Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
21	Program Information Addendum	<input checked="" type="checkbox"/>	N/A

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, the application will be disqualified.

Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations

INSTRUCTIONS: This part of Schedule #1 is required only for colleges, universities, and nonprofit organizations (other than open-enrollment charter schools)

Enter the start and end dates of your fiscal year in Section 1.

In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit.

Public IHEs are generally included, and nonprofit organizations are generally not included.

Section 1: Applicant Organization's Fiscal Year

Start date (MM/DD):

End date (MM/DD):

Section 2: Applicant Organizations and the Texas Statewide Single AuditYes: ☐No: ☐**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 129-906

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
1.	Nonprofit organizations, excluding ISDs and open-enrollment charter schools	Proof of nonprofit status (see <u>General and Fiscal Guidelines</u> , Required Fiscal-Related Attachments, for details)
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1.	Written Agreements	Written agreements or memoranda of understanding are required for partnerships involving school districts, community-based organizations, or other organizations that work on behalf of the contractor to manage the daily operations of the program. Written agreements are also required for partners that are significantly involved in the development and/or implementation of the program. They are not required for providers of single services, such as a physical activity provider or instructional coach. For example, a district may act as the fiscal agent but manage a contract for a provider to operate the program or host programs at school or non-school locations.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 129-906

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances
☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that funds awarded under this program will be used to increase the level of state, local, and other non-federal funds that would, in the absence of funds under this part, be made available for programs and activities authorized under this part, and in no case supplant federal, state, local, or non-federal funds.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that the program will take place in a safe and accessible facility.
4.	The applicant provides assurance that the proposed program was developed, and will be carried out in active collaboration with the schools that students attend.
5.	The applicant provides assurance that the program will target students who attend schools eligible for schoolwide programs and the families of such students.
6.	The applicant provides assurance that the community has been given notice of an intent to submit an application and that the application and any waiver request will be available for public review after submission of the application.
7.	The applicant provides assurance that it has selected feeders and centers in a manner designed to serve students that are most in need of the additional services based on a comprehensive systematic assessment of the needs of students and families and the resources of campuses and the community. The applicant also provides assurance that it will annually conduct a needs assessment and an updated program implementation plan based on the results of the annual needs assessment.
8.	The applicant provides assurance that it will comply with all reporting schedules and deadlines including data entry schedules, as required for state and federal reporting.

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 129-906

Amendment # (for amendments only):

Provide an overview of the program you plan to deliver. Be sure to address fundamental issues such as an overview of your community, the need for the program, and a general description of the program to be implemented. Be sure to align your description with the purpose and goals of this Request for Application. Address new and expanded services that will be made available by the program. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

➤ **OVERVIEW OF TERRELL INDEPENDENT SCHOOL DISTRICT (TISD) and COMMUNITY**

Terrell ISD is located in Kaufman Co. directly east of Dallas about thirty-two (32) miles. Terrell developed as a railroad town, beginning in 1873 with construction of the Texas and Pacific Railroad line. Current demographics of the town indicate an economically depressed area. Estimated per capita income for the city is \$21,124¹. 12.9% of adults have less than a high school education.² Population in 2013: 15,816. Population change since 2000: +20.1%. **32.4% of children under the age of 18 live in poverty³**, Terrell ISD is a enrollment of approximately 4,200 students on six (6) regular campuses and three (3) target specific schools. **74.3% of students are economically disadvantaged and 66.9% are at-risk of dropping out of school before graduation.** The racial makeup of the district is 45% Hispanic, 27.4% White, 23.6% African American, 0.5% Native American, 0.8% Asian, and 4% Two or More Races⁴.

➤ **NEEDS ASSESSMENT**

A Community Advisory Council (CAC), an eight member focus group, made up of representatives from administration, staff, parents, and local businesses first met on Feb 26, 2016. District administrators presented data to the CAC in order to develop a comprehensive needs assessment. The CAC will continue to provide input throughout the grant regarding efficacy, process, progress, and program improvement.

Academic Needs

Campus achievement according to the 2014-15 STARR Percent at Phase-in Satisfactory Standard of the Texas Academic Performance Report (TAPR):

2015 All Grades	State	District	AA	Hispanic	White	Econ Disadv	ELL
All Subject	77	71	66	68	80	67	45
Read	77	69	64	66	80	66	42
Math	81	80	72	82	83	79	63
Writing	72	70	64	69	73	67	48
Science	78	69	60	64	81	64	43
Soc Stud	78	76	76	72	84	73	52
Algebra I	81	80	72	82	83	79	63
Biology	91	94	90	91	100	94	83
US Hist	91	90	86	89	98	89	80

State predictors of academic success	State	TISD
Average Retention Rate K-8	1.77	3.06
ELL	18.2	21.2
Disciplinary Referrals	1.5	2.6
At-Risk	51.2	66.9
Attendance	95.8	95.3
Graduation Rate	88.3	81.5
H.S. Dropout	2.2	2.5
Econ Disadvantaged	58.8	74.3

This data is unacceptable to the current administration and justifies the need to aggressively pursue the goals and objectives of an ACE afterschool program in order to increase academic opportunities and develop a bright future for this community. **One of the most important factors in achieving positive results will be the intentional alignment of program strategies to the ACE program goals and objectives.**

Budget Needs

The budget developed reflects each campus needs assessment. Budgets were analyzed for program and activity development that would support academic achievement and personal resiliency. Following stated guidelines, TISD determined personnel and time allocations then customized options that would result in a focused, intensive program specifically meeting local needs. These campus budgets were equalized and combined, existing resources were identified, and center and grantee level fixed costs were added to create the final budget.

^{1,2,3} U.S. Census Bureau; factfinder.gov

⁴ 2014-15 Texas Academic Performance Report

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By TEA staff person:

Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 129-906

Amendment # (for amendments only):

Provide an overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Curriculum Needs

Terrell ISD will incorporate the *Critical Success Model* to plan and implement programing/curriculum with intentionality that is grounded in research-based strategies in order to improve all five of the program's outcome areas. Hands on **academic curriculum**, such as *Mindworks* and *Soar to Success K-8 Reading Intervention*, and **enrichment activities** will maintain interest and engagement while reinforcing and complementing the regular school day academics. **Texas ACE Blueprint** will be a guideline for selecting or developing program aspects. Beyond the academic scope of TISD's plan there will be enrichment activities categorized as: youth development, sports/physical fitness programs, fine arts, STEM activities, critical thinking, literacy, college and career readiness, community service, and character education.

Family Needs

The *Critical Success Factor Model* points out: family participation and engagement in learning is a tremendous factor in student achievement. A full-time Family Engagement Specialist will support each of the centers in providing families with meaningful engagement in their children's education and opportunities for literacy and related educational development, based on philosophies of Ruby Payne's *Bridges Out of Poverty*, Tony Dungy's All Pro Families, and etc.

➤ GENERAL DESCRIPTION OF THE PROGRAM TO BE IMPLEMENTED

A well-developed comprehensive 5-year program plan will be operationalized that addresses researched-based strategies and initiatives. This plan will include 1) coordination between district/campus goals and objectives and the goals and objectives of Texas ACE, 2) program management and oversight, 3) consistent operation dates and hours, 4) staff qualifications and expectations, 5) professional development, 6) budgeting, 7) activity planning, 8) family engagement, 9) data collection and management, 10) evaluation, and 11) methods for adjusting program and process to ensure success. **All sites will follow requirements of the Texas Blueprint and the RFA program guidelines.**

Terrell ISD has not offered a comprehensive Out-of-School Time (OST) program in the past. This will be a **new and exciting experience** for the children and their families. Just hearing the word on the street that a program may be available has caused an excitement in the community, TISD can only imagine how offering a **routine and consistent schedule of quality activities will impact our community in the most positive way.** **Without any community supporting programs such as YMCA or Boys/Girls Clubs, ACE will provide a safe OST program for those in greatest need of academic and family support.**

Logistics of the ACE program will include 5 centers (1 high school, 1 middle, and 3 elementary). Each center will be self-contained on it's respective campus and operate for 37 weeks (31 weeks during the regular school term and 6 weeks of summer school.) A full-time Project Director will oversee the 5 sites. The Family Engagement Specialist will support all 5 centers. Each center will have a full-time site coordinator and staffing needed to provide a ratio of no more than 22:1. **Before school sessions** will focus on academic assistance, **two after school sessions** will include academic support/acceleration and enrichment activities. Snacks and dinner will be available to participants.

➤ MANAGEMENT

Terrell ISD has designed a management plan using the latest research on afterschool programming, the **ACE Texas Blueprint**, strong evaluation measures, and community input. Local grant staff will follow all ACE and TEA requirements; 1) objective data regarding Out-of-School-Time (OST), 2) establish performance measures aimed at ensuring availability of high-quality academic enrichment, and 3) be based on evidence-based research that the program will help students meet state and local academic standards.

➤ EVALUATION

The evaluation design will determine to what extent individual program components were implemented and their impact on student achievement. Both quantitative and qualitative data will be collected through staff, student, and parent surveys, TX21st Data system, and evaluations by an outside evaluator.

➤ SUMMARY

Terrell ISD will create a community of learning centers that improve academic performance, attendance, behavior, promotion rates, and graduation rates. Program activities will include opportunities for the children, targeting high-need, high-poverty students, to meet and exceed local and state standards in core academic subjects. Centers will openly accept all children in OST to provide extended learning opportunities for students and their families.

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #6—Program Budget Summary

County-district number or vendor ID: 129-906	Amendment # (for amendments only):
Program authority: Elementary and Secondary Education Act Title IV, Part B as amended by NCLB	
Grant period: August 1, 2016, to July 31, 2017	Fund code/shared services arrangement code: 265/352

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$ 961,264	\$ 39,186	\$ 1,000,450
Schedule #8	Professional and Contracted Services (6200)	6200	\$ 146,500	\$ 15,000	\$ 161,500
Schedule #9	Supplies and Materials (6300)	6300	\$ 222,450	\$ 0	\$ 222,450
Schedule #10	Other Operating Costs (6400)	6400	\$ 35,600	\$ 0	\$ 35,600
Schedule #11	Capital Outlay (6600)	6600	\$ 0	\$ 0	\$ 0
	Consolidate Administrative Funds			<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Total direct costs:			\$ 1,365,814	\$ 54,186	\$ 1,420,000
Percentage% indirect costs (see note):			N/A	\$ 0	\$ 0
Grand total of budgeted costs (add all entries in each column):			\$ 1,365,814	\$ 54,186	\$ 1,420,000

Shared Services Arrangement

6493	Payments to member districts of shared services arrangements	\$ 0	\$ 0	\$ 0
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Administrative Cost Calculation

Enter the total grant amount requested:	\$ 1,420,000
Percentage limit on administrative costs established for the program (5%):	× .05
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	\$ 71,000

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 129-906		Amendment # (for amendments only):	
Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
Academic/Instructional			
1 Teacher			\$ 0
2 Educational aide			\$ 0
3 Tutor			\$ 0
Program Management and Administration			
4 Project director (required)	1		\$ 72,000
5 Site coordinator (required)	5		\$ 265,000
6 Family engagement specialist (required)	1		\$ 37,000
7 Secretary/administrative assistant	1		\$ 24,000
8 Data entry clerk	1		\$ 0
9 Grant accountant/bookkeeper			\$ 0
10 Evaluator/evaluation specialist			\$ 0
Auxiliary			
11 Counselor			\$ 0
12 Social worker			\$ 0
Education Service Center (to be completed by ESC only when ESC is the applicant)			
13 ESC specialist/consultant			\$ 0
14 ESC coordinator/manager/supervisor			\$ 0
15 ESC support staff			\$ 0
16 ESC other			\$ 0
17 ESC other			\$ 0
18 ESC other			\$ 0
Other Employee Positions			
19 Title			\$ 0
20 Title			\$ 0
21 Title			\$ 0
22	Subtotal employee costs:		\$ 398,000
Substitute, Extra-Duty Pay, Benefits Costs			
23 6112 Substitute pay			\$ 1,850
24 6119 Professional staff extra-duty pay			\$ 351,650
25 6121 Support staff extra-duty pay			\$ 158,000
26 6140 Employee benefits			\$ 90,950
27 61XX Tuition remission (IHEs only)			\$ 0
28	Subtotal substitute, extra-duty, benefits costs		\$ 604,450
29	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):		\$ 1,000,450

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

For TEA Use Only

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 129-906

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Professional and Contracted Services Requiring Specific Approval

Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$ 0
	Specify purpose:	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$ 0

Professional and Contracted Services

#	Description of Service and Purpose	Grant Amount Budgeted
1	Sky Ranch: Reliance and Leadership Skill Camps	\$ 23,500
2	Outside Evaluator (5 Centers)	\$ 15,000
3	Contracted Transportation	\$ 78,000
4	Specialized Activity Providers	\$ 45,000
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
b. Subtotal of professional and contracted services:		\$ 161,500
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$ 0
(Sum of lines a, b, and c) Grand total		\$ 161,500

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #9—Supplies and Materials (6300)		
County-District Number or Vendor ID: 129-906		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	\$ 222,450
Grand total:		\$ 222,450

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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Schedule #10—Other Operating Costs (6400)

County-District Number or Vendor ID: 129-906		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and must attach Out-of-State Travel Justification Form. See Appendix II	\$14,000
6412	Travel for students to conferences (does not include field trips). Requires authorization in writing.	\$ 0
	Specify purpose:	
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines.	\$ 4,000
6413	Stipends for non-employees other than those included in 6419	\$ 0
6419	Non-employee costs for conferences. Requires authorization in writing.	\$ 0
Subtotal other operating costs requiring specific approval:		\$ 18,000
Remaining 6400—Other operating costs that do not require specific approval:		\$ 17,600
Grand total:		\$ 35,600

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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Schedule #11—Capital Outlay (6600)

County-District Number or Vendor ID: 129-906		Amendment number (for amendments only):		
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	\$
66XX—Computing Devices, capitalized				
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
66XX—Software, capitalized				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
66XX—Equipment, furniture, or vehicles				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
29				\$ 0
Grand total:				\$ 0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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By TEA staff person:

Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 129-906

Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment: 4,211

Category	Number	Percentage	Category	Percentage
African American	994	23.6%	Attendance rate	95.3%
Hispanic	1,893	45%	Annual dropout rate (Gr 9-12)	2.9%
White	1,155	27.4%	Students taking the ACT and/or SAT	37.3%
Asian	34	.8%	Average SAT score (number value, not a percentage)	1360
Economically disadvantaged	3,127	74.3%	Average ACT score (number value, not a percentage)	19.9
Limited English proficient (LEP)	893	21.2%	Students classified as "at risk" per Texas Education Code §29.081(d)	66.9%
Disciplinary placements	123	2.6%		

Comments**Student Data not included in requested information:****Retention rates:**

Grade	% Retained	Grade	% Retained	Grade	% Retained
Kindergarten	3.2	Grade 3	5.6	Grade 6	1.1
Grade 1	4.3	Grade 4	1.6	Grade 7	3.8
Grade 2	0.7	Grade 5	6.8	Grade 8	1.1

Ethnicity:

American Indian; 21 or .05%

Two or More Races; 112 or 2.7%

Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.

Category	Number	Percentage	Category	Number	Percentage
African American	49.4	18.1%	No degree	2	0.7%
Hispanic	17	6.2%	Bachelor's degree	200.2	73.4%
White	196.3	72%	Master's degree	70.5	25.8%
Asian	2	0.7%	Doctorate	0	0%
1-5 years exp.	63	23.1%	Avg. salary, 1-5 years exp.	48,545	N/A
6-10 years exp.	64.5	23.6%	Avg. salary, 6-10 years exp.	49,202	N/A
11-20 years exp.	80	29.3%	Avg. salary, 11-20 years exp.	52,176	N/A
Over 20 years exp.	34	12.52%	Avg. salary, over 20 years exp.	61,478	N/A

Teacher Demographics not requested: Number of Beginning Teachers 31.2 or 11.4% Starting salary of \$46,014

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 129-906

Amendment # (for amendments only):

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	0	60	90	90	90	90	90	90	75	75	25	25	25	25	850
Open-enrollment charter school	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Public institution	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Private nonprofit	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Private for-profit	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL:	0	60	90	90	90	90	90	90	75	75	25	25	25	25	850

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Schedule #13—Needs Assessment

County-district number or vendor ID: 129-906

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs and resources. Needs are defined as the area, or gap, between current performance and the desired result. Describe the process for objectively assessing the needs and resources for this program, including a description of the process for prioritizing multiple needs and aligning proposed activities to meet the needs, including the needs of working families. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

A Community Advisory Council (CAC), an eight member focus group that reflect the community in terms of gender, race, and ethnicity including representatives from administration, staff, parents, and local businesses. The administration utilized data collection instruments that combined and interpreted data that resulting in a well-developed needs assessment. Intra-school data including district/campus improvement plans, Academic Performance data, attendance, promotion rates, graduation rates, curriculum, stakeholder surveys, and lists of existing resources and services. External data came from agencies such as Texas Workforce Center, Texas Juvenile Justice Department, and U.S. Census Bureau and Bureau of Labor Statistics. The CAC will continue to provide input throughout the grant regarding efficacy, process, progress, and program improvement. Many of the members shared testimonials about children asking to stay afterschool and not wanting to go home. Parents overwhelming agreed they want their children to be a part of “**Out of Poverty and Into Prosperity**” theme of the grant. **The advisory council entered data in a rubric, assigning numerical values to identified needs and mathematically ranking those needs in order of importance by group consensus.**

Community Needs

The crime data reveals that the overall crime rates in Terrell are 17% higher in comparison to the Texas mean and are 35% higher than the nation's mean⁵. In regards to violent offenses, Terrell's rate that is 38% higher than the Texas average and 53% higher than United States average⁶. Looking at crimes involving property, Terrell is 14% higher than its state's mean, and 33% higher than the country's mean⁷. Terrell has the second highest crime rate when compared to the seven closest cities⁸. Unemployment in Kaufman County (Terrell ISD's location) is 6.1% with an average weekly wage of \$711 compared to state average of \$949⁹. Unemployment rate for residence of Terrell, TX between the age of 20 – 24 is 40%¹⁰.

Out-of-School program needs for working families as identified using multiple sources of data include:

- Homework assistance
- Routine/Sustained program
- Student Resiliency skills
- Quality instructors
- Adult Literacy
- Transportation
- Snacks/meals for children
- Researched-based curriculum
- Varied fun/interesting activities
- College and Career Readiness
- Safety
- Classes for parents
- Character building
- Students ready for workforce
- Adult GED and/or Citizenship

Academic needs as identified using the current 2014-15 Texas Academic Performance Report and demographic data to identify the following:

- Increase all test scores
- Increase test scores for minorities
- Increase test scores for special populations
- Increase graduation rates
- Increase ACT and SAT scores
- Increase number of students taking ACT and SAT
- Decrease retention rates
- Decrease drop-out rates
- Decrease disciplinary referrals
- Increase test scores for ELL

Five Priority Needs for 21st CCCLC grant Cycle 9

- Increased Academic Performance
- Increase Promotion Rates
- Increase Graduation Rates
- Decrease Behavioral Referrals while Increasing Resiliency Behaviors
- Increase College and Career Awareness

^{5, 6, 7, 8} City-Data.com

⁹ areavibes.com

¹⁰ U.S. Census Bureau; factfinder.gov

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 129-906

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List the five highest-priority "Identified Needs", in order of importance with 1 being the highest level of importance, that the needs assessment process produced. Describe how this proposal would effectively address the need and attain the desired result, including the needs of working families. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Improve Academic Performance	TISD students' academic scores are lower than state averages in 42 of 54 categories 77%. (see p. 5) To help correct this TISD will provide extended learning time outside of the school day; examples Increase learning time with before and after school course specific support homework assistance, computer-based acceleration, STAAR support After school and summer school enrichment that is project-based, hands-on, inquiry-based academic enrichment that includes all core content areas, routine, consistent, and intentional quality activities Parental engagement with adult learning and family building activities Research shows that families working together with the school and extended time-on-task produces success
2.	Improve Promotion Rates	TISD's K-8 retention rate is 3.06% (1.29% higher than state average) Provide opportunities for students to increase academic performance; Increase learning time with before and after school course specific support, homework assistance, computer-based acceleration, STAAR support Research-based curriculum for acceleration Family engagement activities for core content area enrichment Staff training in Ruby Payne's and Tony Dungy's philosophies to meet the needs of at-risk children
3.	Improve Graduation Rates	TISD graduation rate is 81.5% (6.8% lower than state average) To improve the ACE will provide: Family oriented activities to develop good decision making strategies Teen pregnancy prevention such as <i>No Kidding</i> Workforce training programs, mentoring, and job shadowing High school vocational programs Outdoor and team building camps at adjunct sites
4.	Decrease Behavioral Referrals while Increasing Resiliency Behaviors	Provide student centered and generated activities designed for student success based on research by Angela Duckworth; examples Clubs categorized as: STEM/critical thinking, sports/physical fitness, fine arts/creativity, college & career readiness, community service, and character building. Prevention programs such as <i>All-Stars</i> or <i>Great Expectations</i> Team building/leadership camps at adjunct sites and on campus Making good decisions will improve strategies to overcome setbacks and ensure resiliency (or "grit" as defined by Duckworth)¹¹.
5.	Increase College and Career Awareness	"Hold students accountable to the highest standards, provide academic and social support, and they will rise to the challenge."¹² AVID, Advancement Via Individual Determination, is dedicated to closing the achievement gap by preparing all students for college readiness and success. Provide opportunities for workforce participation and college readiness College and vocational institutions exploration trips Program participation with parents Vertically aligned mentorships with teachers and counselor to support students throughout high school When students internalize the demands of workforce preparation they become more involved in setting and attaining goals.

¹¹ "Angela Duckworth and the Research on "Grit"; Emily Hanford

¹² AVID; avid.org

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129-906Schedule #14—Management Plan

County-district number or vendor ID: 129-906

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Project Director	SBEC certification with experience in 1) administration and grant implementation; 2) budget management; 3) curriculum development and pedagogical instruction; 4) data reporting; 5) coordinating vendors; and 6) a passion for low-poverty, high-needs students
2.	Site Coordinator(s)	Experience in 1) classroom teaching; 2) out-of-school programs; 3) personnel oversight; 4) fiscal management; 5) knowledge of state curriculum and state testing; 6) ability to collect and analyze data; 7) organizational and people skills; 8) experience with high risk populations
3.	Family Engagement Specialist	1) Bilingual communication skills; 2) supportive of family units of diverse cultures; 3) able to collect and analyze data; 4) organized with people skills; 5) awareness of supporting services in the area; 6) experience with budget management; 7) positive personality
4.	Outside Evaluator	1) experience with formal grant evaluations, both qualitative and quantitative; 2) knowledge of "critical success factors"; 3) experience with Texas ACE Blueprint ; 4) experience with ACE programs; 5) good communication and personal skills
5.	Activity Teachers	TISD will select a professional teaching staff to provide academic assistance before and after school (preferable teachers with appropriate grade level experience). Outside staff with topic specific knowledge may be used for enrichment activities

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Improve Academic Performance	1. Utilize innovative instructional techniques for all activities	9/06/2016	7/21/2017
		2. Ongoing/continuous student assessment	9/06/2016	7/21/2017
		3. Developing researched based curriculum/lesson plans	8/29/2016	5/26/2017
		4. Benchmarks for core subjects	10/31/2016	2/28/2016
		5. Activity Tracking – TX21st (fall, spring, summer)	10/7/2016	5/19/2017
2.	Improve Promotion Rates	1. Student initiated activities	9/1/2016	6/30/2017
		2. Number of meetings with students	5/19/2017	5/26/2017
		3. Number of contacts made with parents, teacher, staff	9/6/2016	6/30/2017
		4. Continuous monitoring of student progress	10/15/2016	6/26/2017
		5. Usage of PRIME Assessment	10/15/2016	5/21/2017
3.	Improve Graduation Rates	1. Tracking students at-risk of not graduating	8/29/2016	5/26/2017
		2. Tracking end of semester and year credits	12/1/2016	2/26/2017
		3. Comparison to previous years	5/1/2017	5/26/2017
		4. Offer innovative instructional techniques	9/6/2016	5/26/2017
		5. Offer alternative instructional techniques	9/06/2016	5/26/2017
4.	Decrease Behavioral Referrals while Increasing Resiliency Behaviors	1. More students participating in extracurricular activities	8/1/2016	5/19/2017
		2. Self selected after school activities	9/1/2016	6/30/2017
		3. Provide adult advocates based on student need	9/6/2016	07/21/017
		4. Middle school students attending Sky Ranch training	1/6/2017	5/26/2017
		5. Adult advocates utilize best practices research	9/6/2016	6/15/2017
5.	Increase College and Career Awareness	1. Provide adult advocates, based on student need	9/6/2016	7/21/2017
		2. Collaborate with Texas Workforce Solutions, Chamber	8/22/2016	5/19/2017
		3. Utilize MyTexasACE Training Report	9/06/2016	6/30/2017
		4. Self selected after school activities	9/6/2016	6/30/2017
		5. Increase number of dual credit courses and ACT/SAT prep	8/22/2016	5/19/2017

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 129-906

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Terrell ISD uses a process of collaboration and prioritization of needs in order to develop a vision that focuses on continual school improvement. The Community Advisory Council (CAC) will meet once each semester to consider data including state testing scores, local grade reporting results, attendance, behavior, performance data, and informal input from each ACE center. The CAC reviews plan implementation, makes program recommendations, reviews strategies and coordinates with other programs, and communicates committee discussions and recommendations to staff. Discussions offering updates or revisions to curriculum and programs are considered and recommended to campus staff through the site coordinator. District and campus goals and objectives drive instructional decisions and monitor student learning. The horizontal and vertical alignment for both individual and across campuses utilizes a continuous improvement model to develop monitor student.

Summary of a circular monitoring program implemented by the CAC:

- reviews goals and objectives
- disaggregates data both quantitative and qualitative
- analyzes and refines common assessment to align with state standards
- generates a hypotheses of strengths and weaknesses
- reviews research and effective strategies
- gathers input from all stakeholders
- communicates recommendations for program adjustments to appropriate staff
- provides appropriate professional development for staff who implement daily program
- follow-ups on program implementation and systemized evaluations
- starts over at the beginning

Part 4: Sustainability and Commitment. Describe any existing or planned efforts that are similar or related to this proposal. How will the applicant coordinate with these efforts toward maximizing the effectiveness of grant funds and build sustainability over time? How will you build long-term support and commitment from partners in these efforts and other partners over time? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Programs with strong community and school/family support are more likely to be seen as valuable and more likely to sustain. Sustainability of success is easier to accomplish than sustainability of mediocrity. The Community Advisory Council (CAC) will begin planning for program continuation from the onset as they are preparing the Project Plan. This will include lasting customized partnerships, unique funding streams, and compiled into the realization of a sustainable program.

Terrell ISD is at the beginning stage of a bond election. **Plans are included in this bond to build a state of the art complex that would house the after school program.** Facilities would include classrooms, music/art lab, gym, STEM/maker space, sports fields, library, media center, and etc. that would be open for all school children. The district would provide transportation to the facility after school and transfer them home after the close of the day.

Success, commitment, and politically savvy leaders are key factors in sustainability. When the community, businesses, local governmental agencies, and social services realize how ACE will help achieve success for academics, behavior, and readiness for college and career, they will come together, work together, and plan together for the program continuation. A leader's political savvy is as important as program quality in sustaining strong programs.¹³

The community's vision of sustainability will be in the forefront throughout the life of the grant in order for program continuation at the end of the grant period. The CAC will include goals that are essential for continuation of the ACE program which include securing additional funding sources, evaluating data to determine level of services needed as the year's progress, and creating partnerships within the community to assist with program services and activities.

¹³ Sustaining in School-linked After-school Programs; C.S. Mott Foundation, 2002

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Schedule #15—Project Evaluation

County-district number or vendor ID: 129-906

Amendment # (for amendments only):

Part 1: Evaluation Design. List the research methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Center-Level Logic Model	1.	Tracking tool to determine successful implementation
		2.	Identifies success of continuous program improvement
		3.	Portrays the theory of change and is foundation for planning, evaluation, management, and communications
2.	Qualitative data	1.	Positive survey results of all stakeholders concerning implementation
		2.	Parent interviews regarding program accessibility and services
		3.	Empirical data that relies on experience or observations of participants
3.	TX21st Data System (quantitative)	1.	Academic success in core subjects
		2.	Promotion rates
		3.	Attendance – regular school day
4.	Internal Evaluation	1.	CAC evaluations indicate positive outcomes
		2.	Established set of performance measures that set high standards
		3.	Evidence-based research relating activities to academic success
5.	External Evaluation	1.	Evaluate activities based on objective data that shows need for program
		2.	Based on measures that target high-quality academic opportunities
		3.	Based on evidence-based research that program/activity will help student meet state and local academic standards

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How will findings be used to refine, improve, and strengthen the program? How will findings be made available to the public? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Terrell ISD will collect data in the format required by the state in order to conduct statewide comprehensive program evaluation and report all required performance data. The process will be carried out through the CAC with the oversight of the Project Director and Site Coordinators as required (at least once each semester). All data will be disaggregated, evaluated, and used to refine, improve, and strengthen the program. This may be from budgets, attendance sheets, PEIMS, Texas Academic Performance Report, report cards, disciplinary referrals, and etc. Formative and Summative Evaluations will guide program refinement. TISD will remain in compliance with all data collection for performance reporting purposes throughout the grant period. TISD will report the required data in TEA's TX21st Data System, self assessments, and other data collection tools as required.

Data collection addresses the following categories:

- Program/activity attendance
- Participant demographic data
- Discipline data
- State assessment results
- High school graduation
- School day attendance
- Grade promotion
- TX21st Student Tracking System
- Program strategies
- Participant core content grades
- Program self-assessment
- Innovative instructional activities
- College enrollment data
- Independent Evaluator Reports
- College Readiness indicators
- Student needs assessment
- Program integration
- Staff training participation
- Staff meeting and events
- Parent meetings and events
- Family engagement activities
- Adult advocacy
- Extracurricular school activities
- Empirical data from CBO

The CAC will post findings with improvement suggestions on the TISD ACE webpage also information will be available at each campus office and the district office.

All confidential student records will be protected according to the Family Educational Rights and Privacy Act.

¹⁴ 21st CCLC Cycle 9 RFA

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 129-906

Amendment # (for amendments only):

Statutory Requirement 1: Describe the activities to be funded. Specifically explain the supplemental nature of the activities. Include a description of how students participating in the program will travel safely to and from the center and home. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The program activities have been designed to be innovative and interactive. Activities are age appropriate, best-practice hands-on methods of instruction that assist students and adult participants in their learning and abilities to make connections that can be utilized during the regular school day.

ACE will balance academic support with a variety of engaging, fun, and structured extracurricular or co-curricular activities that promote youth development in a variety of real-world contexts. ACE activities will be based upon campus needs and in conjunction with the **Four-Component Activity Guide** offering activities from each category each term.

The following are examples of activities the district intends to incorporate into the ACE program¹⁵:

Academic Assistance: Engaging and differentiated academics in core content areas before and after school, course specific tutorials, summer school academic and enrichment, STAAR support, ACT/SAT prep, and dual credit offerings

Enrichment: Student centered and selected (voice & choice) activities such as specific interest clubs, youth development, sports/physical fitness programs, fine arts, STEM activities, critical thinking, literacy, college and career readiness, community service, and character education.

Family and Parental Support Services: Community service activities, parenting classes, program participation with parents, anti-gang/violence programs, financial literacy, technology camps, parent/school communication strategies, citizenship classes, adult literacy, college financial aid & admission workshops, family fun nights, family cultural celebrations, Ruby Payne studies on poverty, Workforce Solutions programs, and studies as *All Pro Dad* by Tony Dungy

College and Workforce Readiness: Career investigations, AVID strategies, job shadowing, college and vocational school field trips, scholarship application and financial aid workshops and resume writing

Resiliency Skill-building Activities: Specific lessons will be designed around student behavior, character/leadership development, team building, and community service. Curriculum examples: *No Kidding*, *All Stars*, *Great Expectations* Summer outdoor and team building camps at adjunct sites

Student transportation to and from ACE activities will be provided by district transportation (currently contracted through Gold Star Bus). This company provides complete transportation for TISD. Bus drivers have the same authority over the child as a classroom teacher and follows a *Bus Rider Handbook*. However, parents may elect to provide transportation for their own student(s) according to regular campus policies.

Statutory Requirement 2: Describe how the eligible entity will disseminate information about the community learning center, including its location, to the community in a manner that is understandable and accessible. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

TISD recognizes consistent communication with parents, students and community throughout the life of the grant is key for creating an enduring program. Strategies for the publicity component will reflect the traits and needs of the community. To reach maximum participation levels, ACE staff will disseminate information in a variety of ways, including:

- The Site Coordinators and Family Engagement Specialist will be the primary leaders involved in this activity
- A Community Advisory Council will help focus awareness for students and parents
- All information written in the home language of students
- An ACE program button on the school's website
- Social media tools such as an ACE Facebook page, Twitter and Instagram account
- Technology tools such as "Remind" and email)
- Personal contacts with students' parents, faith-based organizations, civic, and youth sports organizations
- Informational flyers posted at major employers, convenience store, churches, and post office
- Flyers sent home the first week of school with other important "beginning of school forms"
- Targeted phone calls from bilingual teachers and aides
- Teacher encouragement and hand written notes sent home with students
- Information to students over the announcement system
- Information on marquee in front of school and advertisements in the local newspaper

¹⁵ Recruitment and retention strategies for out-of-school time programs. New Directions for Youth Development, 2005

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 129-906

Amendment # (for amendments only):

Statutory Requirement 3: Describe how the proposed activities are expected to improve campus and student academic achievement, as well as overall student success. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Terrell ISD's ACE program will provide a great opportunity to deliver innovative and engaging activities to students and their families that expand the school day. All activities will be aligned with TEA's required **Four-Component Activity Guide** and the principles of effectiveness. Activities will be designed and implemented to address the specific needs of students and families through engaging, hands-on academic instruction and enrichment opportunities to expand students vision, resiliency skills and growth mindset. All of these encourage reading, writing, and speaking as well as teamwork, goal setting, problem solving and critical thinking.

ACE activities described in Statutory Requirement 1 on page 20 will improve academic achievement because they will be developed in response to the following questions:

- Does it accelerate their learning through proven diagnostic and prescriptive learning opportunities?
- Will students learn from the differentiated learning strategies?
- Will students learn concepts/skills they missed during the regular school day?
- Does it help ELL students transition to English?
- Are activities project-based, hands-on, and intentional?
- Does it support building resiliency skills for good decision making?
- Does it provide opportunities for increasing college and career awareness?
- Will summer programs help students retain and improve academic performance in the four core content areas?

Activity planning will include both unit and daily lesson plans (using templates in Activity & Lesson Plan Worksheets of the **Texas ACE Blueprint**) focused on mastery of TEKS, Tech Applications, English Language Proficiency, Texas College Readiness, and Partnerships for 21st Century Skills.

Thus, intentional, researched-based, well-planned, focused, and deliberately delivered activities will be a part of TISD's ACE program to ensure improved student academic achievement, promotion rates, graduation rates, and resiliency skills while reducing behavioral referrals.

Statutory Requirement 4: Identify the federal, state, and local programs that will be coordinated with the proposed program and explain how the proposed coordination makes the most effective use of public resources. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

A comprehensive after school program will include coordinated funding sources including, local, state, federal.

Funding Source	Description
Local funds	Out of School Time programs will be located in the district facilities including; gyms, playgrounds, classrooms, computer labs, cafeteria, music labs, libraries, and sports fields at no costs to the program.
IMA funds	Instructional materials, curriculum materials, technology, books, etc
Title I	Shared computer programming; Accelerated Reader, Dream Box, and etc.
Title II	Professional development connecting regular instruction to ACE programing such as Ruby Payne's <i>"Bridges Out of Poverty"</i> , AVID, Tony Dungy philosophies, etc
Title III	Bilingual resources and transportation during summer school
Title IV	Safe Schools programs and policies
USDA Child Free & Reduced Food Program	Serving grades 1-12 nutritionally balanced breakfast, snack, and dinner for the regular school year and breakfast and lunch for summer school participants
NavarroCommunity College	Provides adult education, GED and citizenship training
Trinity Valley Community College	Provide opportunities for dual credit courses
TX Attorney General's Child Support Division	<i>No Kidding, Straight Talk from Teen Parents</i> will reduce the number of students participating in risky behaviors that result in teen parenting.

ACE will supplement not supplant funds from any other sources. TISD is dedicated to increasing the level of services already being provided. All programs will coordinate funds to implement the most cost effective program.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 129-906

Amendment # (for amendments only):

Statutory Requirement 5: Describe how the activities will meet the measures of effectiveness described in the authorizing statute. Specifically describe: 1) how the proposed activities are based on an objective set of measures designed to increase high-quality academic enrichment opportunities; 2) references to evidence-based research that supports the design of the program or activity; and 3) a summary of the plan to collect local data for continuous assessment and local program evaluation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Activities will meet the *Principles of Effectiveness* as formulated in the Intentional Activity Development training. Latest research on effective practices for out-of-school time will be developed around **Texas ACE Blueprint** recommendations. ACE staff will 1) create targeted activities and lesson plans, 2) ensure the quality of activities for all participants by selecting age appropriate activities (especially for older students)¹⁶, and 3) coordinate the logistics of these activities to ensure timely delivery.

(i) ACE leadership will review 3 data sets; 1) campus data, 2) student level deficiencies, and 3) student input. Campus data will include objective and subjective information. Second, student level deficiencies encompass the “why” and ACE will collaborate with campus leadership and teachers to identify deficiencies using benchmarks and other formative assessments. And third, leadership will consider the “whom” and include student choice. Surveys and/or focus groups can be utilized to best determine what activities student most desire to attend.

Performance measures will include:

1. 35% of participants math and English grades improve, annually
2. 30% of participants STAAR reading and math scores improve, annually
3. 60% of participants' (teacher-reported) improve homework completion and class participation
4. 40% of participants decrease the number of discipline referrals to the office from regular classrooms
5. 25% of participants improve school attendance
6. 45% decrease in the number of grade retentions
7. 85% of participants graduate at the end of the year
8. 100% of participants have opportunities to self-select activities

(ii) Performance measures for academic achievement will be established using quantifiable data from TAPR, report cards, STAAR testing data, SAT/ACT scores, promotion rates for grades K-8, and graduation rates. Other data will include program attendance, participant demographics, types and numbers of activities offered, and level and intensity of activities. Research indicates measures in effective change, knowledge, skills, attitudes, behavior of participants, are improved with a broad array of enrichment opportunities, opportunities for skill building and mastery, intentional relationship building, a strong, experienced leader, and administrative, fiscal, and professional development support.¹⁷

(iii) A necessary step in designing the ACE program is the establishment of performance measures that inform the program if goals are met, if improvements are needed and if families are satisfied. Measurable performance indicators were established and described in the evaluation design to ensure that students are academic proficiency. To ensure the availability of high quality academic enrichment opportunities, performance measures have been set that align with the required project evaluation. The methods of evaluation provide for examining the effectiveness of project strategies. Methods of evaluation include the use of objective performance measures and indicators of program accomplishment that are related to the intended result of the project and will produce qualitative and quantitative data. TISD's ACE program will have a strong focus on the goals of the program, the improvement that needs to be made and on the perception of the program in the community. The **TX21st** will be a major data collection instrument.

Terrell ISD ACE leadership will rely on the Texas ACE Activity and Lesson Plan Worksheets found in the **Texas ACE Blueprint** that specifically integrate:

- Texas ACE goals along with the **Four-Component Activity Guide** in *Appendix 7*
- State standards TEKS, ELA Proficiency, Texas College Readiness, and Partnership for 21st Century Skills
- Engaged learning strategies
- School day and family connections
- Activity reflections from out-of-school time staff and participants

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¹⁶ *Engaging Older Youth: Program and City-level Strategies to Support Sustained Participation in Out-of-School Time.*: Harvard Family Research Project.
¹⁷ *Shared Features of High-Performing After-School Programs.* The After School Corporation.

Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 129-906

Amendment # (for amendments only):

Statutory Requirement 6: Describe the partnership between local educational agencies, community-based organizations, and other public or private entities in carrying out the proposed program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

☒ **Check this box IF you are applying for priority points** for submitting this application jointly with eligible entities consisting of not less than one local education agency receiving funds under Part A of Title I and another eligible entity.

☐ **Check this box only IF you did not check the box above AND you are requesting that TEA provide the same priority points** because of the applicant's inability to partner with a CBO within reasonable geographic proximity and of sufficient quality to meet the requirements of the grant.

See Appendix III: Terrell ISD will partner with two community colleges (Navarro Community College and Trinity Valley Community College) with campuses in the area.

The **Navarro Community College partnership** will concentrate on services for adults of all languages and socioeconomic situations. The Family Engagement Specialist will coordinate these services and recruit parents for the programs. **Navarro Community College** will provide:

- GED classes
- ESL classes
- Citizenship classes
- Adult Literacy

The **Trinity Valley Community College partnership** will concentrate on expanding the dual credit courses offerings through the ACE program. The expanded course offerings will make it possible for students who do not have transportation to and from the college campus to take advantage of dual credit courses. This strategy will address the student TAPR deficiencies in college readiness (state 68%, TISD 54%), Postsecondary Readiness Standard All Grades (state 41%, TISD 32%), and Advanced Course/Dual Enrollment Completion (state 53.2%, TISD 19.6%)

Trinity Valley Community College will also provide services in the area of:

- College admission requirements and pathways to college entrance
- Information regarding financial aide for low-income students
- After school programs including interest clubs, career and tech programs, co-curricular activities, and support/mentoring

Terrell ISD plans to collaborate with several of the **Faith Based Organizations** in the community to provide services for families and students. This collaboration will not be a formal partnership, but it will provide services that families need to develop resiliency skills in order to better provide for themselves and their families. The faith community continues to be, and will be in the future, an important part of human services. These organizations will provide:

- Parenting classes that may include strategies for raising infants through adolescence
- Nutrition
- Financial management
- Disciplining with love
- Understanding children's actions/reactions
- Safe places and activities for students during the weekends
- Informal family counseling

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 129-906

Amendment # (for amendments only):

Statutory Requirement 7: Based on the community needs assessment in Schedule #13, provide a summary of available resources for each proposed community learning center. Describe how the program proposed to be carried out in the center will address the needs identified through the assessment/evaluation process. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Needs Assessment findings:

Based on the needs assessment, the following **local needs** have been identified:

Need 1: Expand **opportunities for academic achievement, attendance, graduation rates, and resiliency skills.**

Need 2: **Close the gaps between subpopulations on the TAPR**

Need 3: Offer enrichment activities to **broaden student's life experiences and reduce behavioral referrals**

Need 4: **Build upon parent-school relationships** to engage families in sustained participation.

Need 5: Build towards **parents as equal partners** in their students learning

Need 6: **Transportation** provided to and from out-of-school activities

Available resources at each elementary center

- Campus offices
- Campus cafeterias, playgrounds, and gyms
- ACE staff; administration and instructors
- Meeting rooms
- Facilities for family activities
- Technology equipment with internet connectivity
- Libraries
- Utilities, security, custodial services
- Office equipment; copy machines, faxes, etc.
- Museums, nature preserves, parks
- Arboretum, natatoriums, public library

Available resources at each secondary center

- Campus offices
- ACE staff; administration and instructors
- Meeting rooms
- Facilities for family activities
- Technology equipment with internet connectivity
- Classrooms, gyms, cafeteria, and sports fields
- Libraries
- Utilities, security, custodial services
- Office equipment; copy machines, faxes, etc.
- Online SAT and ACT prep tutorials
- Online and onsite dual credit opportunities
- Vocational classrooms and equipment

Proposed program addresses needs assessment/evaluation findings:

Terrell ISD will offer a 37 week Out-of-School Time ACE program developed around the **Texas ACE Blueprint** principles that address needs by offering:

- Morning academic support and ACT and SAT prep before classes begin
- An hour of research based multi-disciplinary academic instruction with literacy focus immediately after school
- Target students in most need of academic assistance in each core content area and schedule them accordingly
- An hour of creative, fun, and engaging enrichment programs scheduled according to student selection
- Snack and dinner will be provided through the Food Nutrition Program
- Transportation to and from all activities will be included for all students
- Provide a wide array of field trips during the summer to broaden students' knowledge and experiences
- Family activities will be a great part of the family engagement component
- Parent training such as, GED, ESL, citizenship, literacy, financial planning, technology, and etc.

Program strategies to meet identified needs relating to family engagement:

The following are research-based strategies used in developing successful Family Engagement Components¹⁸:

- Support Families
- Communicate and Build Trusting Relationships with Families
- Hire and Develop a Family-focused Staff
- Build Linkages Across Individuals and Organizations

¹⁸ Harvard Family Research Project

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 129-906

Amendment # (for amendments only):

Statutory Requirement 8: Demonstrate how the applicant will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, postsecondary and workforce preparation, and positive youth development of the students. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Terrell ISD will use best practices¹⁹ to provide educational and related activities:

- **Develop a vision that clarifies purpose and ignites passion:** Establish personal goals and milestones that give meaning and purpose to what programs do and keep staff focused on the accomplishment of their goals
- **Integrate leadership, mentorship, coaching, and management:** Give students responsibility and hold them accountable to intentionally build leadership into an approach that enables them to stay focused on achieving goals
- **Support ongoing staff development and training:** Provide staff development that builds the capacity of staff to acquire lifelong skills, as well as, competencies that are directly relevant to their work.
- **Provide positive youth development:** Activities are intentionally designed to offer students the support and opportunities that, according to research, are necessary to promote their future success.
- **Achieve positive academic results:** Academic approaches are clearly aligned with the core subject objectives, resulting in an increased enthusiasm for learning and improvement in academic achievement.
- **Provide diversity, access, inclusion, and equity:** Embrace and value diversity, access, inclusion, and equity. Our staff reflects and promotes the racial, ethnic, linguistic, gender, and other diversities of our student population.
- **Promote a sense of physical and emotional safety:** ACE will create a positive and healthy environment, in which youth feel secure that adults will protect them from harm and will assist them if they are feeling threatened by others.
- **Build supportive relationships:** ACE will be intentionally structured to build positive and supportive relationships based on mutual caring and respect among young people as well as between children and adults.
- **Provide meaningful participation:** Our program promotes the sense of belonging and meaningful participation of students by providing opportunities for input on program design, group decision-making, and the learning and practice of leadership skills.

Statutory Requirement 9: If the eligible entity plans to use volunteers in activities carried out through the community learning center, describe how the eligible entity will encourage and use appropriately qualified persons to serve as the volunteers. Specifically address senior volunteers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Volunteers are a very important part of the Terrell ISD community. Plans will be developed to actively recruit these stakeholders because we believe they fulfill many roles within the ACE program, such as;

- Reading to young children
- Career day/mentorship
- Playing chess and other strategic board games
- Art and music lessons
- Outdoor learning experiences
- Homework assistance

Actively recruiting potential volunteers will involve:

- Recruiting at the senior citizen center and Kaufman Co. Retired Teachers Assoc.
- Recruiting at civic organizations
- Recruiting at 4-year universities
- Announcements and recruiting at Faith Based Organizations
- Grandparents' Day attendees
- AARP data base Volunteer Program

¹⁹ Suggestions of: **Exemplary Practices in Afterschool Programs Development Rubrics for Tracking Internal Progress**, Copyright 2004, Center for Collaborative Solutions and the Community Network for Youth Development

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 129-906

Amendment # (for amendments only):

Statutory Requirement 10: Describe the preliminary plan for how the community learning center will continue after funding under this program ends. Include the strategies and resources that will be employed, individuals and organizations involved, and an annual timeline for implementing the sustainability plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

☒ **Check this box IF you are applying for priority points** for local education agency elected board of education written support for sustainability. Letters must represent a majority of the locally elected board and provide a detailed description of the specific challenges the community faces concerning sustainability and how community and board support will assist local efforts to sustain the program over time. **Letters of support with original signatures AND a list of all elected board members, including those that did not sign or submit a letter, must be attached to this application.**

See Appendix I: Currently Terrell ISD offers no after-school programs. However, the district is committed to developing these efforts to maximize student success. Success, commitment, and politically savvy leaders are key factors in sustainability. When the community, businesses, local governmental agencies, and social services realize how ACE will help achieve success for academics, behavior, and readiness for college and career, they will come together, work together, and plan together for the program continuation. A leader's political savvy is as important as program quality in sustaining strong programs.²⁰

The community's vision of sustainability will be in the forefront throughout the life of the grant in order for program continuation at the end of the grant period. The CAC will include goals that are essential for continuation of the ACE program which include securing additional funding sources, evaluating data to determine level of services needed as the year's progress, and creating partnerships within the community to assist with program services and activities.

Strategies to sustain the ACE program:

- Oversight of the program would shift to the campus principals.
- During the duration of the grant, ACE program will offer continual training, especially new employees, including evaluations, budget procedures, strong parental engagement practices, scheduling, maintaining outside volunteers, and using cooperation of county services. This will be developed around "train the trainer" model. Title II funds may be used to supplement these activities.
- Program Specialist will assist with the development of intentional, hands-on, engaging, high impact, and aligned lessons. These will be stored on a database and be accessible to staff for future use beyond the life of the grant.
- A combination of Bilingual and Title I funds will be used to help pay for after school and summer school programming including staff and supplies.
- The relationship with The Texas Workforce Solutions will continue to be a part of the sustainability plan and will provide services for college and career readiness.
- Cooperation with Navarro Community College will continue to offer adult education, GED, citizenship training
- Trinity Valley Community College will continue to provide opportunities for dual credit courses
- New cooperating partners will be sought out to help with adult services.
- Transportation will be provided by family transportation, Bilingual, Title I, or local funds
- After school snacks are currently and will continue to be funded through the USDA snack program.
- Fundraisers would help scholarship students who cannot afford a projected fee-based program to assists with operating costs. These activities for scholarships might include, fun walks, raffles, and etc.
- Seek new funding opportunities through grant opportunities.

Terrell ISD Board is committed to supporting an Out-of-School-time program and will:

- Provide policy support
- Support the seeking of additional funding through grant opportunities
- Support program with additional local funding
- Support partnering with outside entities
- Support connecting fully with parents

Terrell ISD is at the beginning stage of a bond election. **Plans are included in this bond to build a state of the art complex that would house an after school program.** Facilities would include classrooms, music/art lab, gym, STEM/maker space, sports fields, library, media center, and etc. The facility would be open to all school children.

²⁰ Sustaining in School-linked After-school Programs; C.S. Mott Foundation, 2002

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 129-906

Amendment # (for amendments only):

TEA Program Requirement 1: Community Involvement

Describe your plans to seek continuous feedback and involvement from community stakeholders, including the process for creating and engaging a community advisory council in order to increase program awareness, evaluate program effectiveness, and develop annual program and sustainability plans. A description of the planned membership and participating organizations must be provided.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Community involvement is a vital factor; regular outreach and communication with all stakeholders from the beginning and during the life of the program is key for creating an enduring program.

A Community Advisory Council (CAC) has been established (actively meets) and will continue to act as the ACE advisory council. This council made up of parents, teachers, administrative staff, business, and community members that represent the community in terms of gender, race, and ethnicity with the Project Director providing leadership. The CAC will focus on increasing awareness of and coordinating local resources for students and families. The CAC will continue to be regularly involved in aspects of the grant including needs assessment, creating program awareness, program implementation, evaluating program effectiveness, and sustainability. The council will document its work with agendas, minutes, partner sign-in sheets, and other relevant documentation.

Community stakeholders and organizations included in pre and post grant award include a representative sampling from the district and community:

- **Trinity Valley Community College** representative on the CAC ensuring dual credit courses are sustained
- **Navarro County Community College** representative on the CAC ensures Adult Education such as financial planning, literacy, citizenship, and GED services are included in the program and sustainability plans
- **Faith Based organizations** representatives will enhance communication between the program and families provide training such as financial literacy, ESL classes, and adult literacy
- **Parent** representatives offer a wealth of knowledge when determining program activities and foster a spirit of shared responsibility
- **Chamber of Commerce** representative provides realistic financial strategies and career opportunities in the workforce
- **District teachers and administrators** will be responsible for assuring data collection, program activities, and evaluations (both quantitative and qualitative) are completed and presented to the council
- **The ACE Family Enrichment Center's** outreach activities will ensure success with the community

Community Advisory Council will be involved in increasing program awareness, evaluating program effectiveness, developing annual program, and sustainability plans by investigating and including activities such as²¹:

- Attending any training available to them
- Assisting in the development of goals for the ACE program
- Volunteering support for the Family Communication Center
- Build linkages between all stakeholders
- Providing support and guidance for the ACE program
- Securing community buy-in and support
- Assisting in the development and implementation of the program plans and activities
- Gathering evaluation data from parents and community members
- Networking with out-of-district agencies to secure services and/or funding for sustainability
- In kind resources from the school district (e.g., space, supplies),
- A meaningful contribution from a local foundation
- Financial support from city or county government
- Cultural groups daily supplying artists and music instructors
- High school students doing community service every week
- College work-study students and college volunteers
- A core of senior citizens who help every week

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Some suggestions came from: *Sustaining Quality After School Programs: Practical Recommendations from the Field* By Terry Peterson and Cara Spitz September, 22, 2003

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 129-906

Amendment # (for amendments only):

TEA Program Requirement 2: Grant Management. Describe your plan to manage the various components of the grant while adhering to all grant requirements and providing high-quality programming for all participants. Specifically describe communication among project staff and the provision of ongoing training and support for all staff. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The planning and project management of ACE is the most critical element for ensuring success. There are many moving parts to the ACE program, and there must be an effective operation and talent management structure in place with strong processes and leadership in order to pull all the components together, adhere to requirements, and provide high-quality programming for all participants. (**Texas ACE Blueprint**)

Operational Management must provide a safe, secure, and appropriate location for centers to be housed.

- **Logistical management** ensures intentional scheduled programming for both students and adults, safety plans in place, approved field trip planning and transportation, daily program transportation, snacks and dinner for all participants, and management of all supplies at the center.
- **Securing Adequate and Safe Space** for activities will be a priority for all centers. During the winter months when the days are short, students will be getting home after dark. TISD's ACE program will ensure the safety of students, their families, and center staff during all ACE activities. Each center will complete the **ACE Safety Self-Assessment** as described in Appendix of the **Texas ACE Blueprint**.
- **Transportation** will be provided by the Gold Star Bus services. This company provides complete transportation for TISD. Bus drivers have the same authority over the child as a classroom teacher and follows a *Bus Rider Handbook*.
- **Field Trips** will be a great incentive for the summer program. ACE will have one approved instructional trip per week of summer school for participants. All trips will align with the RFA guidelines.
- **Adjunct Sites** will be used for grades 7-8, overnight trip to Sky Ranch for Leadership camps. All transportation, staff, and school policies will continue to be in place at that facility.
- **Communication** both vertically and horizontally will include an administrative open door policy along with quality communications such as e-mail, ACE Facebook page, ACE hot button on district website, and newsletters.
- **Data Management** system includes the **CCLC TX21st Student Tracking System**, also known as **TX21st**. Site coordinator and project director will be responsible for collecting and reporting required data. This may include standardized testing, surveys, interviews, attendance records, promotions, graduation rates, discipline referrals and placements, and any other data that is required for local and state evaluations.
- **Family Engagement Specialist** will provide services, programs, and information regarding adult literacy, GED, citizenship, and numerous other activities that develop family values and based on STEM activities.
- **Fiscal Management** between the project director and TISD financial department will coordinate detailed budgets, making sure all items are coded correctly, maintain appropriate documentation, financial reports, fiscal system meets federal standards, expend funds in timely manner, follow **Federal Cost Principles**, and make amendments.
- **Evaluations** will demonstrate quality assurance and be maintained using an external evaluator, internal monitoring, **ACE PRIME Assessment**, **Independent Evaluation Guide**, and statewide evaluations.

Talent Management will include hiring staff based on demonstrated expertise and the needs of the students and community. Each staff member's individual skill will contribute to the overall growth and quality of the program.

- **Project Team** will consist of project administrators (project director, family engagement specialist, administrative assistant, and an evaluator). Center staff will consist of site coordinators, academic and enrichment instructors.
- **Administrators** will develop an **ACE staff handbook for center policy and procedures**.
- **On-Going Instructor Training** will be made available for staff and partners including policies and procedures, accounting and purchasing procedures, emergency procedures, and lesson plan development.
- **Administrator training** will include Out-of-School-Time conferences and events. All personnel will attend mandatory and recommended training. **TISD will be prepared to begin training immediately after grant starting date to ensure program readiness.**
- **Activity evaluations** will ensure that all activities align with TEA's required **Four-Component Activity Guide** and all **ACE grant requirements**. Staff effectiveness will be individually evaluated and managed appropriately.
- **Site coordinators** will hold regular staff meetings at the beginning of each activity change (each six weeks) including review of the Logic Model. *Wallace Foundation* research identified that **holding regular staff meetings was one of five most critical factors for increasing student retention in an out-of-school time program.**

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 129-906		Amendment # (for amendments only):	
TEA Program Requirement 3: Center Operation Requirements			
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.			
Center Number: 1	Center Name: J F Kennedy Elementary		
9 digit campus ID#	129906101	Distance to Fiscal Agent (Miles)	2 miles
Grade Levels to be served (PK-12)	Grades K-2		
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.			
		Total 250	
Number of Regular Students (attending 45 days or more per year) to be served:		200	
Number of Adults (parent/ legal guardians only) to be served:		50	
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.			
	Feeder School #1	Feeder School #2	Feeder School #3
Campus Name	J F Kennedy	W. H. Burnett Elementary	
9 digit Campus ID #	129906101	129906103	
District Name (if different)			
Distance to Center	Same location: 0 miles	.2 miles	
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.			
Center Number: 2	Center Name: J W Long Elementary		
9 digit campus ID#	129906102	Distance to Fiscal Agent (Miles)	1.2 miles
Grade Levels to be served (PK-12)	Grades 3-6		
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.			
		Total 250	
Number of Regular Students (attending 45 days or more per year) to be served:		200	
Number of Adults (parent/ legal guardians only) to be served:		50	
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.			
	Feeder School #1	Feeder School #2	Feeder School #3
Campus Name	J W Long Elementary		
9 digit Campus ID #	129906102		
District Name (if different)			
Distance to Center	Same location: 0 miles		

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 129-906		Amendment # (for amendments only):	
TEA Program Requirement 3: Center Operation Requirements			
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.			
Center Number: 3	Center Name: Bruce Wood Elementary		
9 digit campus ID#	129906106	Distance to Fiscal Agent (Miles)	2 miles
Grade Levels to be served (PK-12)	Grades 3-6		
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.			
		Total 250	
Number of Regular Students (attending 45 days or more per year) to be served:		200	
Number of Adults (parent/ legal guardians only) to be served:		50	
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.			
Campus Name	Feeder School #1	Feeder School #2	Feeder School #3
	Bruce Wood Elementary		
9 digit Campus ID #	129906106		
District Name (if different)			
Distance to Center	Same location: 0 miles		
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.			
Center Number: 4	Center Name: Herman Furlough Jr. Middle School		
9 digit campus ID#	129906041	Distance to Fiscal Agent (Miles)	1.9 miles
Grade Levels to be served (PK-12)	Grades 7-8		
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.			
		Total 190	
Number of Regular Students (attending 45 days or more per year) to be served:		150	
Number of Adults (parent/ legal guardians only) to be served:		40	
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.			
Campus Name	Feeder School #1	Feeder School #2	Feeder School #3
	Herman Furlough Jr. Middle School		
9 digit Campus ID #	129906041		
District Name (if different)			
Distance to Center	Same location: 0 miles		

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 129-906		Amendment # (for amendments only):	
TEA Program Requirement 3: Center Operation Requirements			
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.			
Center Number: 5	Center Name: Terrell High School		
9 digit campus ID#	129906002	Distance to Fiscal Agent (Miles)	1.7 miles
Grade Levels to be served (PK-12)	Grades 9-12		
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.			
		Total 125	
Number of Regular Students (attending 45 days or more per year) to be served:		100	
Number of Adults (parent/ legal guardians only) to be served:		25	
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.			
Campus Name	Feeder School #1	Feeder School #2	Feeder School #3
	Terrell High School		
9 digit Campus ID #	129906002		
District Name (if different)			
Distance to Center	Same location: 0 miles		
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.			
Center Number: 6	Center Name:		
9 digit campus ID#		Distance to Fiscal Agent (Miles)	
Grade Levels to be served (PK-12)			
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.			
		Total	
Number of Regular Students (attending 45 days or more per year) to be served:			
Number of Adults (parent/ legal guardians only) to be served:			
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.			
Campus Name	Feeder School #1	Feeder School #2	Feeder School #3
9 digit Campus ID #			
District Name (if different)			
Distance to Center			

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County-district number or vendor ID: 129-906

Amendment # (for amendments only):

TEA Program Requirement 3a: Center Operations, Program Coordination. Describe how the program will coordinate with schoolwide programs under ESEA Section 1114 and state compensatory education programs under Texas Education Code, §29.081. Explain how the program will coordinate to identify and recruit students who are most in need of academic assistance and the plan for retaining those students in the program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Prioritizing who should be served in a low-income, high-poverty district with low test scores, high retention rates, and low graduation rates, such as TISD is challenging. In order to recruit students *most in need of academic assistance*, TISD will keep the eligible participants list flexible to accommodate students who may be identified during the grant period. A set of strategies for intentional student recruitment and enrollment will be developed. ACE application forms will be distributed to targeted students first but will also be available at each center for all students. Selection criteria will be published in the ACE Handbook for all stakeholders to view.

TISD will recruit participants who are in grades K-12 and their families who are identified as any of the following:

- ELL (21.2% or 893 students)
- Not likely to graduate in four years
- Retained in prior school year (average of 3.05% per grade in grades 1-8))
- Failing one or more core subjects – either during the 2014-15 school year or during the current year
- Scored below 75% on any of the EOC or STAAR assessments
- Scored below 75% on benchmarks during the current year
- Economically Disadvantaged (74.3% or 3,127 of students)
- Absent more than 10 days per school year
- Discipline problems – three or more discipline referrals in one year
- At-Risk according to PEIMS (66.9% or 2,816 students)
- Teacher or counselor referrals
- Adult family members of an identified student

Program administrators will prioritize applications according to a predetermined rubric and priority checklist. Criteria will be assigned a number and be ranked from most significant to least. Students who meet the most pressing criteria will be offered services first. **“Most in need serviced first.” The application is projecting 850 regular students to be served, however, if space and funds are available, more of the 3,624 students in grades K-12 may be served.**

Terrell ISD has been successful in retaining students in secondary UIL programs. These proven strategies along with research-based strategies will retain students in the ACE program. Some researched strategies will include:²²

- Reach out directly to youth and their parents
- Match program schedules to youth's needs
- Recruit pairs or groups to come together
- Attract staff that are energetic trustworthy
- Mix interesting, fun activities with relaxation time
- Link “Academic Agenda” to an engaging project
- Offer opportunities for leadership, community service, and paid employment
- Keep parents informed
- Offer academic and enrichment activities for parents and families
- Student voice and choice

²² Havard Family Research Project; “Attracting and Sustaining Youth Participation in After School Programs”, Spring 2004

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 129-906

Amendment # (for amendments only):

TEA Program Requirement 3b: Center Operations, Staffing and Schedule. Describe and explain the planned operating and staffing schedule for each center. Include total number of weeks and hours per week per center for the regular school year as well as the required six-week minimum summer programming. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Terrell ISD will have three elementary centers, one middle school center, and one high school center. The centers will offer a variety of activities occurring simultaneously throughout the campus according to academic need, grade level, and student interest. During the 2016-2017 school year TISD ACE Centers will be open 31 weeks (from Sept to May) and 6 weeks during the summer for a total of 37 weeks. TISD scheduled 31 weeks during the regular school year instead of the minimum 29 in order for make up days to be in the calendar. The center will be open four days a week from 7:00 a.m. till 8:15 a.m. and from 3:15 p.m. – 6:00 p.m. after school Monday – Thursday.

Staffing for ACE will include one full-time Project Director with sufficient experience to manage, coordinate, and oversee day-to-day operations of all grant activities. One full-time Site Coordinator per campus (total of 5) with experience in program coordination, personnel management, fiscal management, scheduling, recruiting participants, and managing data. One full-time Family Engagement Specialist that will implement and coordinate the family components of the program including family activities, adult education opportunities, and community outreach. **Professional teaching staff will be first priority when selecting instructors for academic activities.** Competent para-professional staff, volunteers, or specialized instructors may be used for enrichment activities.

2016-2017 Schedule

School	School Year		Summer	
	Total # Weeks	Total # Hrs Week	Total # Weeks	Total # H
J F Kennedy Elementary	31	12	6	16
J W Long Elementary	31	12	6	16
Bruce Wood Elementary	31	12	6	16
Herman Furlough Jr. Middle	31	12	6	16
Terrell High School	31	12	6	16

The 2016-2017 School Calendar has not been approved at this time; however, TISD will comply with all grant guidelines regarding days and hours of operation.

TEA Program Requirement 3c: Center Operations, Safety. Describe the plan for ensuring the safety of all program participants and staff in the program at all times. Include the procedures for sign-in and sign-out for all students at each center and adjunct site. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

All activities of the TISD ACE program will be conducted on the school campuses. All students will remain on campus from 7:00 a.m. until 6:00 p.m. unless parents request early dismissal as per campus policy and personally transport children.

TISD will develop a safety plan (to be included in the ACE Parent Handbook; using Appendix 14c and the Employee Handbook using Appendix 19 of **Texas ACE Blueprint** as examples) and conduct and abide by the ACE Safety Checklist. Each site will follow the district fire, emergency, and crises procedures and will practice appropriate drills.

Sign-in procedures involve everyone going to the cafeteria upon arrival to school. There the site coordinator (or designee) will record students as they enter (sign-in). At designated times students report to their regular scheduled school day classes. Program activities start again immediately after the regular school day ends. ACE participants will go directly to the designated activity according to a master schedule. Each instructor will have a master list of which students are in each activity. At each activity the instructor will take attendance. Sign-out after the last activity for the day instructors and the site coordinator will see that students get on the bus or is picked up by a parent or registered designee. The same safety precautions that are in place for the regular school day will continue during the after school program. The site coordinator will be responsible for every child leaving the campus in an appropriate manner.

If students are taken to an adjunct site, a master list of those students will be sent with the accompanying adult and will be checked before departure, upon arrival at the location, at the time of departure from the adjunct location, and lastly when they return to the campus. All safety procedures will be conducted according to the ACE Safety Plan.

Parents will fill out a transportation section of the ACE registration form stating mode of travel. If other than by school or parent that person will need to be listed on the form at that time. If students should require to be picked up before 6:00 p.m., it must be by a parent or their predetermined designee. Summer schedules will be adjusted as prescribed.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 129-906

Amendment # (for amendments only):

TEA Program Requirement 4a: Activity Planning, Alignment and Quality. Describe how the program will align all activities with the school day curriculum, expose students to meaningful academic content that supports mastery of the Texas Essential Knowledge and Skills (TEKS), and provide opportunities for youth to practice skills through engaging and interactive activities. Describe the plan for using evidence-based practices and local data to meet student needs and achieve the desired campus and student outcomes. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Plan for Alignment of all activities with school curriculum: Terrell ISD plans to intentionally design all academic and enrichment activities to meet student needs first by identifying which students are in the greatest need of the ACE program. Once identified, site-coordinators will recruit those students for participation. Academic and enrichment activities will be developed especially for the gaps in student achievement in the core curriculum areas. For example, science and reading are the largest gaps in the district; therefore, grade appropriate science and reading activities that specifically target those TEKS-SE's will be designed and implemented in the ACE program. It is also clear from community needs assessment that students need resiliency skills. Researched-based curriculum, such as *Conscious Discipline*, for this will be implemented in classroom management and anti-bullying activities.

Even though district wide all Texas Academic Performance Report (TAPR) scores are below state averages, except for Biology EOC, the differences became evident that campuses should not be treated the same:

J F Kennedy and J W Long Elementary campus assessments revealed that reading was one of their greatest needs.

Bruce Wood Elementary greatest need was Science.

Herman Furlough Jr. Middle School Social Studies and Science were the greatest needs.

Terrell High School greatest need was identified as EOC passing rates, ACT/SAT prep, College and Career Readiness, workforce skills and graduation rates.

Every ACE activity will be designed and implemented to address the specific needs of students, and families and those needs will be clearly articulated in the activity unit and/or lesson. ACE is a great opportunity to deliver innovative and engaging activities for students and their families. Unit and Lesson Plans will be developed following alignment forms in Appendix 7 of the **Texas ACE Blueprint**. Many of these activities will originate from the ACE Activity Database at MyTexasACE.org. The ACE Training Consultants have created an *Intentional Activity Development training course* that exemplifies **TEAs research and expectations of activity development** – TISD will attend this training and reference the videos as refreshers. ACE program **opportunities for youth to practice skills through engaging and interactive activities** may include but not limited to:

Academic Activities

- Mindworks curriculum
- Soar to Success reading curriculum
- D.E.A.R. reading; Tumble Books
- STEM/Technology (science and math)
- I-Station
- Character Education (Great Expectations)
- Specific Course Support
- Think Central (math), Dreambox Math
- SAT/ACT prep online programs
- Great Minds™
- Dual credit courses
- Brain Pop
- Conscious Discipline
- Compass Learning & APEX
- Rosetta Stone
- Workforce job shadowing/internships
- At risk programs such as *All Stars*, *No Kidding*, and Positive Action

Enrichment Activities

- Dance/Flag Core
- Strategic Gaming
- Sports skills/Fitness/Swimming
- Imagine Destination
- Minecraft & Google CS-First(Computer Science) clubs
- Art and Music Classes
- College/Career Investigation Club
- Driver's Education
- Engineering/Robotics/Rocketry
- Book Clubs/Chess Clubs, etc.
- CAD/3D printing
- Middle School Leadership @ Sky Ranch
- Field Trips: colleges, museums, natatoriums, arboretum, businesses, symphonies, etc.
- Career and college exploration
- Visits to college and vocational campuses

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 129-906

Amendment # (for amendments only):

TEA Program Requirement 4b: Activity Planning, Meeting Student Needs. Describe how the program will ensure that instruction is adaptable to the academic and developmental needs of students, particularly the individual or small-group instruction needs of students, especially focusing on those students who are at risk of academic failure or dropping out of school. Describe the planned staff to student ratios for the proposed sites and activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Terrell ISD is committed to providing students with instruction that meets their academic and developmental needs. OST is a unique opportunity for teacher to build stronger relationships with students as well as to acknowledge each individuals academic capabilities on a more in-depth level. During the CAC meeting, several teachers expressed, "Students ask to stay at school. They do not want to go home." Class sizes will not exceed a 22:1 student teacher ratio. Efforts will be made to keep the academic sessions even smaller. This will facilitate bonding between teacher and student.

The first block of time (session) after school will be built around academic performance. Academic enrichment will not be the same for every child, but based on their individual skill sets and needs.

Some strategies for providing individualized instruction include:²³

- Stations (students work on various tasks simultaneously)
- Compacting (not repeating instruction on known objectives)
- Problem-Based Learning (students are in the active role of solving problems in much the same way adult professionals perform their jobs)
- Choice Boards (work assignment are optional, keeping objective the same)
- Small groups (breaking classes into specific objective acceleration not just core content area)
- Individual Tutoring (with the assistance of volunteers this is a one-on-one situation)

After the first OST session of academic assistance students will be given a voice and choice as to the next activity; students will have the opportunity to sign up for enrichment activities based on their interest. Each site coordinator, however, may also place students in specific enrichment courses that will help strengthen student challenges.

For example:

- Monday/Wednesday students attend physical activities A more in-depth list on page 34
- Tuesday/Thursday students attend Arts/creativity or STEM/technology activities A more in-depth list on page 34
- Every 4 weeks students will rotate to new programing in order that students will not be "stuck" in a specific activity in which they are not comfortable

During the planning of the Terrell ACE Program, TISD preliminarily found that each grade cluster had specific needs and the following are examples of how academic and enrichment activities will meet those needs.

- **Elementary schools will target students** who struggle with low math, reading, and writing STAAR proficiency outcomes and students at risk of not passing (especially ELL students). They will access activities such as on page 34 and throughout the application with an emphasis on language arts activities, D.E.A.R., Mindworks curriculum, math skills, and etc.
- **Middle school will target students** struggling with low social studies, science, STAAR proficiency outcomes and general resiliency issues They will access programs such as on page 34 and throughout the application with an emphasis on STEM concepts, Mindworks curriculum, and other science orientated activities.
- **High school will target students** who struggle with low EOC proficiency outcomes in Writing, Algebra, and Geometry; not likely to graduate in 4 years; teen parenting/pregnancy, truant, and at-risk, etc. They will access activities such as on page 34 and throughout the application with an emphasis on College and Career Awareness, SAT/ACT prep, dual credit courses, workforce training, and job-shadowing.
- **All grades in all content areas** will focus on academic improvement for ELL. ELL students have been challenged with the English language acquisition and transferring that language into the core content areas. Programs such as Imagination Learning ESL, Rosetta Stone, specific course support, and other activities detailed on page 34 and throughout the application.

²³ Finding Manageable Ways to Meet Individual Needs; Willis and Mann, 1999

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 129-906

Amendment # (for amendments only):

TEA Program Requirement 5a: Family Engagement, Family Engagement Specialist. Describe the role of the required family engagement specialist position in providing families with active and meaningful engagement in their children's education and opportunities for literacy and related educational development. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The role of the FES is to work closely with all ACE program leadership to encourage and support families to participate in their child's education and strengthen the skills they need to support their child's academic growth and success²⁴:

- **Support Families:** focus on families' assets, consider the concerns and needs of the families and children served, and solicit family input. Activities would include family engagement workshops, adult education classes, and health/social service support.
- **Communicate and build trusting relationships with families:** communicate frequently and in positive ways, be there for families, provide leadership opportunities for families. Activities would include welcoming family members by name when they enter the building, conduct periodic family orientations, ask current families to help you with orientation to new families, and offering social events.
- **Build linkages across individuals and organizations:** partnering with local organizations and your campus are the means for meaningful family engagement. Activities would include serving as a liaison between families and schools, provide workshops on how family members can obtain services their child's, need, offer to attend parent/teacher conferences with families and helping family members develop advocacy skills.
- **Conducting needs assessments** and survey to determine types of activities to offer
- **Planning, coordinating and implementing** consistent activities for families
- **Coordinating services** with programs within the school and with external community groups
- **Maintaining regular communication** with all parents on ACE program activities
- **Maintaining a family resource center**
- **Coordinating and leveraging funds** for positions such as Title I Coordinator or parent liaisons that share similar requirement when possible

TEA Program Requirement 5b: Family Engagement, Program Coordination. Describe how the family engagement specialist will coordinate with the project director and site coordinator(s) to recruit participant families and assist in the coordination of family engagement strategies across all centers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Family Engagement Specialist provides a vital role for the ACE program. Research shows that students perform better when the parents are involved in the out-of-school time programs. The budget for the ongoing educational family activities that each Center implements will be allocated both at the Grantee and Center levels. To use these resources, the Project Director, Site Coordinator and FES will all be involved in designing Family Engagement Activities that will conform to the Center's needs and budget. The FES will work with Site Coordinators to help coordinate the ongoing Family Engagement Component at their Center that is needs based for ACE family members. There is an assessment to identify strengths and opportunities for improvement in the appendices of the **Texas ACE Blueprint** that the FES and Site Coordinators will complete at each center

Ways to recruit and maintain family participation

- Create a Family Information Center
- Develop and Share a Family Handbook
- Build Trusting Relationships
- Support Family Needs
- Connecting Families with Each Other, the School, and the Community
- Use Data and Work with Families to Understand Data
- Support Site Coordinators
- Examine the Needs of Families
- Family Cultural Celebrations
- Home visits

²⁴ Some strategies suggested by the *Harvard Family Research Project* and the **Texas ACE Bluebook**

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 129-906

Amendment # (for amendments only):

TEA Program Requirement 5c: Family Engagement, Activities. Describe the types of family engagement activities planned, when/where they will be offered, and the identified student and family needs that the activities address. Describe how the planned activities address the needs of working families; provide parents with opportunities for active and meaningful engagement in their children's education; and provide families with opportunities for literacy and related educational development. Describe additional resources that will be used to provide family engagement activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Based on family needs assessments, the TISD ACE program will offer family engagement activities relating to specific streams that may include but not limited to activities such as:

1. Building Reciprocal Relationships
 - Welcoming parents with genuine warmth
 - Developing a *Parent Handbook*
 2. Opening Communications
 - Written communication in bilingual formats available at the Family Communication Center
 - Website link on district site, ACE Facebook, etc. (scheduled with more than ample notice for attendance)
 - Provide monthly parent newsletters in English and Spanish
 3. Supporting Parent Needs
 - Offer child care during meetings
 - Resource lists of health and social services (Community Resources Guide) published annually
 4. Building Networks
 - Sharing common needs within like populations and building parental networks
 - Welcoming volunteers in areas of parental interest
 5. Developing Parental Understanding of Data
 - Provide training on importance of meeting state standards in regards to promotion/graduation
 - Parent training and explanations with examples of testing data
 6. Parental Educational
 - Literacy connections such as foreign language studies with Rosetta Stone
 - Financial literacy workshops
 - Adult technology classes
 - Health and wellness activities such as swimming, fitness, nutrition, and culinary challenges
 - GED, ESL, Adult Literacy, workforce extensions, and/or citizenship at local community college
 7. Family Involvement
 - Fine arts such as music, theater, dance, and art appreciation
 - Family nights (math, reading, writing, science, etc.)
 - Family college trips
 - College and career workshops
 - Fitness and nutrition classes
 - All Pro Families, cultural awareness programs, and community events such as Veteran's Day, Seniors Appreciation, Alumni Breakfast, Hall of Fame
 8. Family Engagement Specialist will use Ruby Payne Model of *Bridges Out of Poverty*²⁵ to help families counter poverty and its impact on people and businesses in the community. **Out of Poverty and Into Prosperity**
 - *Bridges Out of Poverty* includes best practices, ideas, and concrete tools with proven results
 - *Bridges Out of Poverty* is *not* a program, it is a set of comprehensive constructs and strategies, both flexible and dynamic, that can be used by programs that aim to help people move out of poverty and build sustainability
 9. Title I funds may be used for parental involvement as set forth in that program and/or local funds will be used for facility and utility use, and IMA funds will provide access for computers or software
- ❖ **Programs will be offered at each site** that are customized for specific populations according to needs assessments.
- ❖ **Programs will be offered during the day and at night** taking into consideration the activity and the targeted population.

²⁵ aha Process, Inc.; <http://www.ahaprocess.com>

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 129-906

Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 129-906

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 129-906

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Amendment number (for amendments only):

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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Schedule #19—Private Nonprofit School Participation

County-District Number or Vendor ID: 129-906		Amendment number (for amendments only):
Part 1: Private Nonprofit School Contacts. This part is required regardless of whether any private nonprofit schools are participating in the program. For statewide teacher training programs or statewide student instructional programs, refer to the list of private nonprofit school association contacts posted on the Applying for a Grant page.		
Total Nonprofit Schools within Boundary		
Enter total number of private nonprofit schools within applicant's boundary (enter "0" if none): 2		
Initial Phase Contact Methods		
Required if any nonprofit schools are within boundary: Check the appropriate box below to indicate initial phase contact method.		
<input type="checkbox"/> Certified letter	<input checked="" type="checkbox"/> Documented phone calls	<input type="checkbox"/> Meetings
<input type="checkbox"/> Fax	<input type="checkbox"/> Email	<input type="checkbox"/> Other method (specify):
Total Eligible Nonprofit Students within Boundary		
Enter total number of eligible private nonprofit students within applicant's boundary (enter "0" if none): 272		
Check box only if there is no data available to determine the number of eligible students: <input type="checkbox"/>		
Total Nonprofit Participants		
Total nonprofit schools participating: 0	Total nonprofit students participating: 0	Total nonprofit teachers participating: 0
No nonprofit schools participating: <input checked="" type="checkbox"/>	No nonprofit students participating: <input checked="" type="checkbox"/>	No nonprofit teachers participating: <input checked="" type="checkbox"/>
Part 2: Consultation and Services. Remainder of schedule, Parts 2, 3, and 4, are required <i>only</i> if private nonprofit schools are participating.		
Participant Consultation: Development and Design Phase Consultation Methods		
Check the appropriate boxes to indicate development and design phase contact methods.		
<input type="checkbox"/> Certified letter	<input type="checkbox"/> Documented phone calls	<input type="checkbox"/> Meetings
<input type="checkbox"/> Fax	<input type="checkbox"/> Email	<input type="checkbox"/> Other (specify):
Requirements Considered Per No Child Left Behind Act of 2001 (P.L. 107-110), Section 9501 (c)		
<input type="checkbox"/> How children's needs will be identified		
<input type="checkbox"/> What services will be offered		
<input type="checkbox"/> How, where, and by whom the services will be provided		
<input type="checkbox"/> How the services will be academically assessed, and how the results of that assessment will be used to improve those services		
<input type="checkbox"/> The size and scope of the equitable services to be provided to the eligible private nonprofit school children, and the proportion of funds that is allocated under subsection (a)(4) for such services		
<input type="checkbox"/> The methods or sources of data that are used under subsection (c) and section 1113(c)(1) to determine the number of children from low-income families in participating school attendance areas who attend private nonprofit schools		
<input type="checkbox"/> How and when the organization will make decisions about the delivery of services to such children, including a thorough consideration and analysis of the views of the private nonprofit school officials on the provision of services through a contract with potential third-party providers		
<input type="checkbox"/> How, if the organization disagrees with the views of the private nonprofit school officials on the provision of services through a contract, the organization will provide in writing to these officials an analysis of the reasons why the organization has chosen not to use a contractor		
<input type="checkbox"/> Other (specify):		

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Schedule #19—Private Nonprofit School Participation (cont.)

County-District Number or Vendor ID: 129-906

Amendment number (for amendments only):

Part 3: Services and Benefits Delivery**Designated Places/Sites**☐ Public school☐ Private nonprofit school☐ Neutral site☐ Other (specify):**Designated Times**☐ Regular school day☐ Before school day☐ After school day☐ Summer vacation☐ Other (specify):**Part 4: Selection Criteria/Activity Timeline**

#	Private Nonprofit School Name/ Number of Students and Teachers	Selection Criteria	Major Activities	Activity Begin/ End Date
1	School name:	Activity #1 selection criteria	Activity #1 major activities	Activity #1 begin date
	# of students: # of teachers:			Activity #1 end date
2	School name:	Activity #2 selection criteria	Activity #2 major activities	Activity #2 begin date
	# of students: # of teachers:			Activity #2 end date
3	School name:	Activity #3 selection criteria	Activity #3 major activities	Activity #3 begin date
	# of students: # of teachers:			Activity #3 end date
4	School name:	Activity #4 selection criteria	Activity #4 major activities	Activity #4 begin date
	# of students: # of teachers:			Activity #4 end date
5	School name:	Activity #5 selection criteria	Activity #5 major activities	Activity #5 begin date
	# of students: # of teachers:			Activity #5 end date

Part 5: Differences in Program Benefits Provided to Public and Private Schools

Select the one appropriate box below.

☐ There are no differences between the program benefits provided to the public school students and the private school students.☐ There are differences in program benefits to be provided to the public school students and the private school students. (Describe the differences and the reasons for the differences in the space provide below.)

Description of Difference in Benefits		Reason for the Difference in Benefits	
1		1	
2		2	
3		3	
4		4	
5		5	

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